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ABSTRACT

Designed for use with "Standards of Performance for Community Based Educational Institutions" and a "Self-Assessment Workbook," this checklist helps community based educational institutions in identifying areas of performance which need improvement or further study and in assessing the overall effectiveness of the institution in carrying out its mission. Questions are organized within four broad categories: (1) mission and goals, containing questions related to the existence and use of mission statements, the development and review process, individual and community development, and other key issues; (2) organization, covering governance, administration, fiscal and personnel management, and community relations; (3) programs and outcomes, with questions related to program design, the learning process, learning content, program support, and program evaluation; and (4) information management, including questions about information needs and systems and information categories such as learner characteristics and outcomes, the governing board, financial resources, fundraising, community needs and characteristics, and affiliations with other agencies. In response to the questions, users are instructed to check ratings such as "not useful," "somewhat useful," or "very useful"; "needs a lot of work," "needs some work," or "we're in good shape"; or "not true at this time," "partly true," or "generally true." (LAL)

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STANDARDS OF PERFORMANCE
FOR COMMUNITY BASED
EDUCATIONAL INSTITUTIONS:

QUICK CHECK OF
INSTITUTIONAL PERFORMANCE

ED235861

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JC 830 487

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INTRODUCTION

This Quick Assessment is designed to help community based educational institutions quickly identify areas of their performance which need improvement or further study. It will also provide a general overall assessment of the effectiveness with which the institution is currently carrying out its mission and striving to meet its goals.

The Quick Assessment questions are organized within four broad categories:

I. Mission and Goals

II. Organization

III. Programs and Outcomes

IV. Information Management

The categories and subcategories are the same as those used in the two major documents in the Standards of Performance series--the Standards of Performance for Community Based Educational Institutions and the Self Assessment Workbook. We strongly suggest that when your quick assessment indicates areas that need improvement or study, you refer to related sections in the Standards of Performance (for a description of the standards on which the assessment questions were based) and the Self Assessment Workbook (for further questions to guide a more detailed assessment). Related pages in the workbook are listed with each set of Quick Assessment questions.

These assessment questions are also found throughout the workbook as a series of "Quick Check" questions within each section.

PART I: MISSION AND GOALS

A. EXISTENCE OF STATEMENTS OF MISSION AND GOALS (Workbook pages 7-9)

In general, how clear and complete are the following descriptions in the mission statement:

	Not at all clear or complete	Needs some work	Very clear and complete
• Statement of purpose	_____	_____	_____
• Statement of philosophical orientation	_____	_____	_____
• Approach to learning	_____	_____	_____
• Approach to community development	_____	_____	_____

Is your mission statement concise, and written in a way that people can easily understand?	Tends to be long-winded or confusing	Sometimes long winded or confusing	Generally clear, concise and easy to read
	_____	_____	_____

	No	Somewhat	Very Much So
In general, are goals clearly linked to your institution's mission?	_____	_____	_____
Are they clearly and simply written?	_____	_____	_____
Are they written in enough detail that it's possible to assess whether or not they are attained? (Can you identify what is to happen, and how?)	_____	_____	_____

B. AWARENESS AND USE
(Workbook pages 10-13)

In general, how aware of the mission and goals are each of the following groups:

	Low awareness	Adequate awareness	Excellent awareness
• Program participants	_____	_____	_____
• Staff	_____	_____	_____
• Board members	_____	_____	_____
• Community residents	_____	_____	_____

In general how useful have statements of mission and goals been in guiding decisions about:

	Not useful	Somewhat useful	Very useful
• Administrative and programmatic policy?	_____	_____	_____
• Program planning?	_____	_____	_____
• Resource allocation?	_____	_____	_____
• Programs and learning activities?	_____	_____	_____
• Instructional approach?	_____	_____	_____
• Individual learning plans?	_____	_____	_____

C. THE DEVELOPMENT AND REVIEW PROCESS
(Workbook pages 14-20)

In general how thorough a description of the community is available?	Needs much more work	Information adequate	Community well described
	_____	_____	_____

	Needs not identified	Needs somewhat identified	Needs well identified
How successful is your institution's process in identifying educational and development needs of the people the institution serves?	_____	_____	_____
How fully are the education and development needs of the community considered in the mission/goals development process?	_____	_____	_____

In general, how effective has your institution been in:

	Not very effective	Process needs some work	Process in place and working well
• Encouraging the involvement of board members, staff, participants, former participants, and community people in mission/goals development	_____	_____	_____
• Encouraging discussion and airing of diverse views?	_____	_____	_____
• Managing and resolving conflict and dissension?	_____	_____	_____
• Arriving at decisions affecting the institution's mission and goals?	_____	_____	_____

	Not effective	Process needs some work	Process in place and working well
In general, how effective is your institution in ensuring that mission and goals statements continue to be appropriate, given changing conditions?	_____	_____	_____

D. THE CENTRAL PREMISE: LINKED INDIVIDUAL AND COMMUNITY DEVELOPMENT
(Workbook pages 21-23)

	Not at all explicitly	Included but not stressed	Very explicitly and clearly
How explicitly do your mission and goal statements set forth the philosophy of linked personal growth and self-help community development?	_____	_____	_____
How explicitly do the mission and goals call for learning experiences that will help participants become more individually self--reliant and self-directed directed and at the same time time contribute to the well-being of the community?	_____	_____	_____

E. KEY ISSUES
(Workbook pages 24-27)

	Not at all effectively	Some improvement needed	Very effectively
Overa?l, how effectively is the issue of economic development addressed in your institution's mission and goals statements, given the level of community need?	_____	_____	_____
	No policy	**Policy could be better**	**Policy developed disseminated**
Does the institution have a fully developed written policy on non-discrimination?	_____	_____	_____
Does the institution have fully developed written policies encouraging cooperation and collaboration with other groups?	_____	_____	_____

PART II: ORGANIZATION

A. GOVERNANCE
(Workbook Pages 43-51)

	Not at all	Could use some work	Very well
How well is the institution complying with legal requirements for incorporation as a non-profit, tax-exempt institution?	____	____	____
Do your constitution and by-laws accurately and completely reflect the institution's philosophy and mission in education and community development?	____	____	____
How well do the by-laws set forth responsibilities for the board and provide useful criteria for its structure and activities?	____	____	____

	Not at all	Somewhat	Very much
How representative is your board of the community?	____	____	____
How knowledgeable are members regarding community problems?	____	____	____
Does the board possess the governance experience and skills the institution needs?	____	____	____

	Not effective and productive	Somewhat effective and productive	Very effective and productive
How effective is the board as a decisionmaking body for the institution?	_____	_____	_____
How productive are the working relationships between the board and the institution's administration?	_____	_____	_____
How effective is the board in identifying resources to assist the institution?	_____	_____	_____

B. ADMINISTRATION
(Workbook pages 52-60)

Please rate your institution's administrative structure in terms of:

	Needs a lot of work	Needs some work	We're in good shape
• Helps achieve program goals	_____	_____	_____
• Responsibilities clear and distinct	_____	_____	_____
• Well-documented roles/ responsibilities	_____	_____	_____
• Encourages shared decision-making	_____	_____	_____
• Designed to further mission/ goals	_____	_____	_____

Please rate the effectiveness of the CEO in fulfilling the following aspects of his/her leadership role:

	Fair	Good	Excellent
• Motivator of staff	_____	_____	_____
• Communicator with constituents	_____	_____	_____
• Fundraiser	_____	_____	_____
• Liaison with board and community leaders	_____	_____	_____

Please rate the effectiveness of the CEO in fulfilling the following leadership responsibilities:

• Fiscal management	_____	_____	_____
• Program development	_____	_____	_____

	Fair	Good	Excellent
• Program evaluation	_____	_____	_____
• Task organization	_____	_____	_____
• Task management	_____	_____	_____

Please rate your institution's administrative structure in terms of:

	Needs a lot of work	Needs some work	We're in good shape
• The theory (How well have policies and procedures been thought through?)	_____	_____	_____
• The documentation (Are policies written down? Is the operations manual complete and up-to-date?)	_____	_____	_____
• The awareness (To what extent are employees aware of policies and procedures, and able to read them?)	_____	_____	_____
• The practice (To what extent are there differences between what's written and what's done?)	_____	_____	_____

	Not very successful	Somewhat successful	Very successful
In general, how successful has the institution been in managing change?	_____	_____	_____

C. FISCAL MANAGEMENT
(Workbook pages 61-68)

Please rate your institution's budget in terms of the following:

	Not very successful	Somewhat successful	Very successful
• Accurately anticipates revenues and expenses	_____	_____	_____
• Ensures smooth cash flow	_____	_____	_____
• Reflects basic purpose (as expressed in mission, goal statements)	_____	_____	_____
• Provides adequate resources for essential programs and activities	_____	_____	_____

Please rate your financial reporting in terms of:

	Reports inadequate	Fair	We're in good shape
• Completeness	_____	___	_____
• Timeliness	_____	___	_____
• Usefulness for program planning	_____	___	_____
• Usefulness in identifying problems	_____	___	_____
• Usefulness in showing ways to cut costs	_____	___	_____

	Not very successful	Somewhat successful	Very successful
Overall, how effective are your institution's accounting procedures in ensuring complete, accurate, timely and well-documented transactions?	_____	_____	_____

	Not very successful	Somewhat successful	Very successful
Overall, how effective have your fiscal controls been in minimizing error and loss?	_____	_____	_____

	Not likely	Somewhat likely	Very likely
At the present time how likely is your institution to receive a "clean" audit report--that is, to have an independent team of auditors certify that the institution has accurate, complete records and is soundly managed in accord with generally accepted accounting principles?	_____	_____	_____

D. PERSONNEL MANAGEMENT
(Workbook pages 69-76)

How would you rate your personnel policies and procedures? Look at them in terms of:

	Needs a lot of work	Needs some work	We're in good shape
• <u>The theory</u> (How well have personnel issues been thought through?)	_____	_____	_____
• <u>The documentation</u> (Are policies written down? Is the employee handbook complete and up-to-date? Do employees have the information?)	_____	_____	_____
• <u>The practice</u> (to what extent are the differences between what's written and what's done?)	_____	_____	_____

	Needs a lot of work	Needs some work	We're in good shape
• <u>The review process</u> (to what extent are staff able to participate in decision-making?)	_____	_____	_____

	Not very successful	Somewhat successful	Very successful
How successful is your institution in recruiting and hiring staff who are both competent and committed to the institution's philosophy and goals?	_____	_____	_____
How effective has the institution been in recruiting volunteers?	_____	_____	_____

	Not very successful	Somewhat successful	Very successful
How successful is your institution in identifying staff development needs?	_____	_____	_____
How successful is your institution in developing the abilities of its staff through training or other activities?	_____	_____	_____

	Not very successful	Somewhat successful	Very successful
How successful would you say the institution has been in encouraging open discussion of personnel issues and complaints?	_____	_____	_____
How successful has it been in minimizing staff burnout, turnover, and poor performance?	_____	_____	_____

	Not very accurate	Somewhat accurate	Very accurate
How complete, accurate and up-to-date are your institution's personnel records?	_____	_____	_____

E. PLANNING
(Workbook pages 77-85)

	Needs a lot of work	Needs some work	We're in good shape
Please rate your institution's long-range planning process in terms of:			
• Involves participation of board, staff, learners, graduates, and community members	_____	_____	_____
• Uses information about community and learner needs and the institution itself to develop objectives and activities	_____	_____	_____
• Integrates fiscal and program considerations	_____	_____	_____
Please rate your institution's long-range planning document(s) in terms of:			
• Complete in scope-- programs, administrative and communication functions, fundraising, evaluation are covered	_____	_____	_____
• Fully articulated--indicates who, what, by when, and how for each component	_____	_____	_____

	Needs a lot of work	Needs some work	We're in good shape
How useful is the long-range plan? Is it an effective guide to the ongoing operation and future development of the institution?	_____	_____	_____

F. COMMUNITY RELATIONS AND COMMUNICATIONS
(Workbook pages 86-99)

Please rate your institution's public information program in terms of:

	Needs a lot of work	Needs some work	We're in good shape
• Priority--the program is given appropriate consideration in planning and budgeting	_____	_____	_____
• Comprehensiveness--all necessary and important information is available	_____	_____	_____
• Presentation--information is clearly, accurately and attractively presented	_____	_____	_____
• Reach--information is communicated to the community, including potential participants	_____	_____	_____
• Cost effectiveness--the program avoids duplication of effort and uses available resources wisely	_____	_____	_____

Please rate the effectiveness of your public information/communications program in:

	Not very successful	Somewhat successful	Very successful
• Reaching community residents to build awareness of goals and programs	_____	_____	_____
• Reaching community leaders to build awareness of goals, programs and concerns	_____	_____	_____
• Discovering community reactions to goals and programs	_____	_____	_____
• Reaching agency people to build a basis for collaboration and referral	_____	_____	_____
• Gaining the support of the community in general	_____	_____	_____
• Gaining the support of community leaders and agency personnel	_____	_____	_____

	Needs a lot of work	Needs some work	We're in good shape
Is your institution devoting enough effort to outreach and recruitment?	_____	_____	_____
How successful is the institution in identifying and recruiting people who can benefit from its programs and services?	_____	_____	_____
How effective is the institution in recruiting volunteer staff from the community?	_____	_____	_____

How effective has the institution been in:

	Not very effective	Somewhat effective	Very effective
• Identifying potential barriers to participation	_____	_____	_____
• Mobilizing resources and developing action plans to overcome these barriers	_____	_____	_____
• Overcoming the barriers to participation so that enrollment and retention are no longer problems	_____	_____	_____

	Not very effective	Somewhat effective	Very effective
How effective has the institution been in developing and maintaining working relationships with other organizations?	_____	_____	_____
How effective have these relationships been in increasing opportunities for participants?	_____	_____	_____
How effective have these relationships been in increasing the resources available to community residents?	_____	_____	_____

	Not really	To some extent	Very much so
Are board members and staff active in community affairs?	_____	_____	_____
Are board members and staff perceived as community leaders?	_____	_____	_____
Do board members and staff participate in activities of professional organizations and associations?	_____	_____	_____

PART III: PROGRAMS AND OUTCOMES

A. PROGRAM DESIGN
(Workbook pages 121-139)

How successful have program designers been in formulating objectives that are:

	Not very successful	Somewhat successful	Very successful
• consistent with goals?	_____	_____	_____
• responsive to learner needs?	_____	_____	_____
• responsive to community needs?	_____	_____	_____
• stated in terms of outcomes?	_____	_____	_____
• specific in defining expectations?	_____	_____	_____
• flexible enough to incorporate participants' individual objectives?	_____	_____	_____

Please rate the extent to which **each of the** following statements is true.

	Not true at this time	Partly true	Generally quite true
• Entry-level **standards** or prerequisites **have** been defined for **all programs.**	_____	_____	_____
• Entry-level **assessments** identify gaps in learner **knowledge** or experience and **suggest alternative programs or ways to** overcome deficiencies.	_____	_____	_____
• Interim-level **achievement** standards have been defined for all programs.	_____	_____	_____

	Not true at this time	Partly true	Generally quite true
• Interim assessments yield concrete and useful information about progress learners are making and ways they need to improve.	_____	_____	_____
• Exit-level standards or objective-based degree requirements have been defined for all programs.	_____	_____	_____
• Exit-level assessments are appropriate given the nature and objectives of each program and the mission and goals of the institution.	_____	_____	_____
• Entry, interim and exit-level standards make clear the degree of attainment or level of competence required for participation and completion.	_____	_____	_____
• Assessment procedures are effective in distinguishing among levels of competence.	_____	_____	_____

How effective has the institution been in:

	Not very effective	Needs some work	Very effective
• incorporating meeting of learners' own objectives into program design?	_____	_____	_____
• providing developmental programs or activities to help individuals with special needs?	_____	_____	_____
• ensuring that all learners, whatever their learning needs or rates of competency attainment, achieve their learning objectives?	_____	_____	_____

	Not very effective	Needs some work	Very effective
• providing materials and activities that are consistent with learners' social, economic, cultural and ethnic characteristics?	_____	_____	_____

How successful has the institution been in:

	Not very successful	Somewhat successful	Very successful
• identifying relevant life experiences of participants?	_____	_____	_____
• considering participants' life experiences in designing individual programs?	_____	_____	_____
• awarding appropriate formal recognition or credit for life experiences?	_____	_____	_____

B. THE LEARNING PROCESS
(Workbook pages 140-146)

	Not very successful	Somewhat successful	Very successful
How successful is the individual program planning process in making programs fit learners, rather than fitting learners into programs?	_____	_____	_____

	Not very effective	Somewhat effective	Very effective
How effective has the institution been in encouraging participants to play an active role in learning?	_____	_____	_____

	Not very effectively	Somewhat effectively	Very effectively
How effectively does the institution integrate learning with participants' ongoing life in the community?	_____	_____	_____

To what extent are the following statements true?

	Not true	Somewhat true	Quite true
• Competitive values are minimized	_____	_____	_____
• Learners recognize their responsibility to care for others and promote others' well being	_____	_____	_____
• Learners and instructors work together on problems of mutual concern	_____	_____	_____
• The relationship between learners and instructors is more egalitarian than hierarchical	_____	_____	_____

	Not much support	Some support	Good support
To what extent do testing and assessment support the learning process?	_____	_____	_____

C. LEARNING CONTENT
(Workbook pages 147-159)

	Not very successful	Somewhat successful	Very successful	Not an institutional priority
How successful has the institution been in helping learners achieve the breadth of understanding and proficiency they need to fully participate in a complex world?	_____	_____	_____	_____
How successful has the institution been in helping learners apply the knowledge they gain to analyze problems and bring about change?	_____	_____	_____	_____

	Not very successful	Somewhat successful	Very successful	Not an institutional priority
How effective have the institution's programs been in helping learners acquire the basic skills and competencies they need to be fully functioning members of society?	_____	_____	_____	_____

	Not very successful	Somewhat successful	Very successful	Not an institutional priority
How successful has the institution been in:				
• helping participants acquire general knowledge and skills that will be of use to them in their chosen occupation?	_____	_____	_____	_____

	Not very successful	Somewhat successful	Very successful	Not an institutional priority
• helping participants acquire the specific competencies required for success in a particular occupation?	_____	_____	_____	_____
• helping participants acquire the entrepreneurial skills needed for self-employment ventures?	_____	_____	_____	_____
• supporting the creation of jobs and new employment ventures within the community?	_____	_____	_____	_____

	Not very effective	Somewhat effective	Very effective	Not an institutional priority
How effective has the institution been in:				
• helping learners develop a sense of community responsibility and concern for others' well-being?	_____	_____	_____	_____
• cultivating learners' abilities to analyze social, political and economic problems confronting the community?	_____	_____	_____	_____
• helping learners develop and apply the skills they need for effective citizen participation in problem-solving?	_____	_____	_____	_____

D. PROGRAM SUPPORT
(Workbook pages 160-173)

	Not true at this time	Partly True	Generally quite true
Please rate the extent to which each of the following statements is true:			
• Instructors and facilitators are competent and qualified in their area of practice.	_____	_____	_____
• Instructors and facilitators provide one-on-one assistance to each participant.	_____	_____	_____
• Staff are committed to helping improve the quality of instruction or faciltation.	_____	_____	_____
• Participants are pleased with the quality of instruction or facilitation.	_____	_____	_____
• Volunteers are used to extend instructional resources.	_____	_____	_____
• Volunteers are skilled and competent.	_____	_____	_____
• Volunteers are provided training to enhance their skills.	_____	_____	_____

	Not enough support provided	Barely enough support provided	Adequate support provided
Please rate the extent to which:			
• the institution provides adequate administrative support for programs.	_____	_____	_____

	Not enough support provided	Barely enough support provided	Adequate support provided
• the institution provides adequate supervisory support for programs.	_____	_____	_____

	Needs not being met	Needs somewhat met	Needs effectively met
How effectively are assessment and counseling services meeting the counseling needs of:			
• persons just entering the program?	_____	_____	_____
• learners progressing according to plan?	_____	_____	_____
• program completers?	_____	_____	_____
• program non-completers?	_____	_____	_____
How effectively are these services meeting the needs of learners with special needs or problems, such as:			
• academically disadvantaged?	_____	_____	_____
• economically disadvantaged?	_____	_____	_____
• limited English speaking?	_____	_____	_____
• handicapped?	_____	_____	_____
• displaced homemakers?	_____	_____	_____
• others (specify)	_____	_____	_____

	Not very successful	Somewhat successful	Very successful
How successful has the institution been in:			
• providing adequate, appropriate materials for its programs?	_____	_____	_____
• ensuring that all needed learning resources are easily available to program participants?	_____	_____	_____
• identifying and making use of community resources for learning?	_____	_____	_____
• assessing the extent of use of resources by participants?	_____	_____	_____
• encouraging use of community resources?	_____	_____	_____

	Inadequate	We're getting by	Quite adequate
In general, how adequate are the institution's facilities?	_____	_____	_____
How adequate are they for handicapped people?	_____	_____	_____

	Not very effective	Somewhat effective	Very effective
How effective has the institution been in allocating adequate resources to programs?	_____	_____	_____

E. PROGRAM EVALUATION
(Workbook pages 174-190)

	To a low extent	To some extent	To a great extent
To what extent is program evaluation made an institutional priority?	_____	_____	_____
To what extent are evaluation activities supported by board members, participants and staff?	_____	_____	_____
To what extent has program evaluation contributed to the overall success, stability and strength of the institution?	_____	_____	_____

	Not helpful	Somewhat helpful	Very helpful
In general, how helpful has evaluation been in improving the quality of programs?	_____	_____	_____

	Not Helpful	Somewhat Helpful	Very Helpful
How helpful have learner outcome evaluations been in indicating:			
• the extent to which achievement is being appropriately measured?	_____	_____	_____
• the extent to which certification or degree attainment are dependent on achieving objectives?	_____	_____	_____
• the extent to which attainment of objectives is recognized by others outside the institution?	_____	_____	_____

	Not Helpful	Somewhat Helpful	Very Very Helpful
How helpful have learner outcome evaluations been in indicating:			
• participants' development of a sense of community commitment?	_____	_____	_____
• the extent to which participants' commitment has benefited the community?	_____	_____	_____

	Evaluation not made	Some evaluation done	Impact evaluation completed
To what extent has the institution been able to evaluate its impact on the community?	_____	_____	_____

	No significant impact	Some impact	Significant positive impact
To what extent have the institution's programs had a significant impact on the community?	_____	_____	_____

	Not much use	Some use	Lots of use
To what extent have evaluation findings been used to guide institutional planning and decision-making?	_____	_____	_____

PART IV: INFORMATION MANAGEMENT

A. MANAGING INFORMATION
(Workbook pages 213-218)

Please rate the extent to which the following statements are true.

	Not true at this time	Partly true	Generally quite true
• The institution has developed a system to generate the information needed for planning and decision-making.	_____	_____	_____
• The system has been designed to respond to the assessed information needs of its users.	_____	_____	_____
• The information the system produces meets users needs.	_____	_____	_____
• Categories of data and procedures for collecting, storing, and maintaining them have been specified.	_____	_____	_____
• There are safeguards in place to protect the confidentiality and security of data.	_____	_____	_____
• The system is adequately supported in terms of both people and dollars.	_____	_____	_____

B. CATEGORIES OF INFORMATION
(Workbook page 219)

This section provides an overview only.

C. LEARNER CHARACTERISTICS AND OUTCOMES
(Workbook pages 220-227)

Please rate your institution's system for managing learner information in terms of:

	Needs a lot of work	Needs some work	We're in good shape
• Comprehensiveness--provides information in most critical areas of functioning	_____	_____	_____
• Completeness--provides information at a valuable level of detail	_____	_____	_____
• Usefulness--information aids program planning, evaluation, and day-to-day decision-making	_____	_____	_____
• Format--provides information in easy-to-use form	_____	_____	_____
• Accuracy--Few errors or gaps	_____	_____	_____
• Timeliness--information is kept up to date and reports are produced when needed	_____	_____	_____

D. PERSONNEL--STAFF AND VOLUNTEERS
(Workbook pages 228-233)

Please rate your institution's system for managing personnel information in terms of:

	Needs a lot of work	Needs some work	We're in good shape
• Comprehensiveness--provides information in most critical areas of functioning	_____	_____	_____

	Needs a lot of work	Needs some work	We're in good shape
• Completeness--provides information at a valuable level of detail	_____	_____	_____
• Usefulness--information aids program planning, evaluation, and day-to-day decision-making	_____	_____	_____
• Format--provides information in easy-to-use form	_____	_____	_____
• Accuracy--Few errors or gaps	_____	_____	_____
• Timeliness--information is kept up to date and reports are produced when needed	_____	_____	_____

E. THE GOVERNING BOARD
(Workbook pages 234-238)

Please rate your institution's system for managing of board information in terms of:

	Needs a lot of work	Needs some work	We're in good shape
• Comprehensiveness--provides information in most critical areas of functioning	_____	_____	_____
• Completeness--provides information at a valuable level of detail	_____	_____	_____
• Usefulness--information aids program planning, evaluation, and day-to-day decision-making	_____	_____	_____
• Format--provides information in easy-to-use form	_____	_____	_____

	Needs a lot of work	Needs some work	We're in good shape
• Accuracy--Few errors or gaps	_____	_____	_____
• Timeliness--information is kept up to date and reports are produced when needed	_____	_____	_____

F. PROGRAMS AND LEARNING RESOURCES
(Workbook pages 239-246)

Please rate your institution's system for managing program information in terms of:

	Needs a lot of work	Needs some work	We're in good shape
• Comprehensiveness--provides information in most critical areas of functioning	_____	_____	_____
• Completeness--provides information at a valuable level of detail	_____	_____	_____
• Usefulness--information aids program planning, evaluation, and day-to-day decision-making	_____	_____	_____
• Format--provides information in easy-to-use form	_____	_____	_____
• Accuracy--Few errors or gaps	_____	_____	_____
• Timeliness--information is kept up to date and reports are produced when needed	_____	_____	_____

G. FINANCIAL RESOURCES AND ACCOUNTING
(Workbook pages 247-257)

Please rate your institution's system for managing financial information in terms of:

	Needs a lot of work	Needs some work	We're in good shape
• Comprehensiveness--provides information in most critical areas of functioning	_____	_____	_____
• Completeness--provides information at a valuable level of detail	_____	_____	_____
• Usefulness--information aids program planning, evaluation, and day-to-day decision-making	_____	_____	_____
• Format--provides information in easy-to-use form	_____	_____	_____
• Accuracy--Few errors or gaps	_____	_____	_____
• Timeliness--information is kept up to date and reports are produced when needed	_____	_____	_____

H. FUNDRAISING
Workbook pages 258-268)

Please rate your institution's system for managing fundraising information in terms of:

	Needs a lot of work	Needs some work	We're in good shape
• Comprehensiveness--provides information in most critical areas of functioning	_____	_____	_____

	Needs a lot of work	Needs some work	We're in good shape
• Completeness--provides information at a valuable level of detail	_____	_____	_____
• Usefulness--information aids program planning, evaluation, and day-to-day decision-making	_____	_____	_____
• Format--provides information in easy-to-use form	_____	_____	_____
• Accuracy--Few errors or gaps	_____	_____	_____
• Timeliness--information is kept up to date and reports are produced when needed	_____	_____	_____

I. COMMUNITY NEEDS AND CHARACTERISTICS
(Workbook pages 269-279)

Please rate your institution's system for managing community information in terms of:

	Needs a lot of work	Needs some work	We're in good shape
• Comprehensiveness--provides information in most critical areas of functioning	_____	_____	_____
• Completeness--provides information at a valuable level of detail	_____	_____	_____
• Usefulness--information aids program planning, evaluation, and day-to-day decision-making	_____	_____	_____
• Format--provides information in easy-to-use form	_____	_____	_____

	Needs a lot of work	Needs some work	We're in good shape
• Accuracy--Few errors or gaps	_____	_____	_____
• Timeliness--information is kept up to date and reports are produced when needed	_____	_____	_____

J. AFFILIATIONS WITH OTHER AGENCIES
(Workbook pages 280-286)

Please rate your institution's system for managing information about inter-agency linkage in terms of:

	Needs a lot of work	Needs some work	We're in good shape
• Comprehensiveness--provides information in most critical areas of functioning	_____	_____	_____
• Completeness--provides information at a valuable level of detail	_____	_____	_____
• Usefulness--information aids program planning, evaluation, and day-to-day decision-making	_____	_____	_____
• Format--provides information in easy-to-use form	_____	_____	_____
• Accuracy--Few errors or gaps	_____	_____	_____
• Timeliness--information is kept up to date and reports are produced when needed	_____	_____	_____

ASSESSMENT SUMMARY

For each lettered section, examine the ratings provided. Use the chart below to list the areas that pose problems or need further examination.

AREAS MOST IN NEED OF FURTHER WORK	WORKBOOK REFERENCE PAGES	COMMENTS

AREAS MOST IN NEED OF FURTHER WORK	WORKBOOK REFERENCE PAGES	COMMENTS

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024
DEC 9 1983